No Child Left Behind Act of 2001
Consolidated Formula Subgrant
This application must be completed and submitted in addition to the EWEG application. The parallel application must be submitted to the County Office of Education/ Abbott Office.

Fiscal Year 2005 Parallel Application

1. LEA		1a. **Project Code NCLB_____-05**		
2. County:	2a. County Code:	2b. Board Approval Date for Application Submission:		
3. Chief School Administrator:		Tel. #	Fax:	Email:
4. Project Director:		Tel. #	Fax:	Email:

Project Period: September 1, 2004 to August 31, 2005

Covered Programs
- Title I, Part A: *Improving Basic Programs Operated by Local Education Agencies*
- Title I, Part A: *School Improvement*
- Title I, Part D: *Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk*
- Title II, Part A: *Teacher and Principal Training and Recruiting Fund*
- Title II, Part D: *Enhancing Education Through Technology*
- Title III, Part A: *Grants and Subgrants for English Language Acquisition and Language Enhancement*
- Title III, Part A*: Supplemental Immigrant Student Aid*
- Title IV, Part A: *Safe and Drug-Free Schools and Communities Act*
- Title V, Part A: *Innovative Programs*

http://www.state.nj.us/education
(Select *Grants*; Select *Entitlement Grants*; Select *No Child

Parallel Application Description

For All Applicants
- Cover Page
- Participants in Consultation & Collaboration in Application Development
- Equitable Access, Coordination of Programs and Participation
- District Needs Assessment
- FY 2004 Actual Performance Targets Achieved
- Description of Selected Priority Problems for the District Identified During the Needs Assessment
- Performance Goals and Indicators
- District Program Plan

For All Title I Applicants
- Title I − Parental Involvement and Notification

For Title I − Schools in Need of Improvement and Districts in Need of Improvement
- Title I − School in Need of Improvement School Needs Assessment
- Title I − School in Need of Improvement FY 2004 Actual Performance Targets Achieved
- Title I − School in Need of Improvement Description of Selected Priority Problems Identified During the Needs Assessment
- Title I − School in Need of Improvement Plan Report
  - School Improvement Plan Committee
  - Essential Elements
- Title I − School in Need of Improvement Program Plan
- Title I − District Improvement Plan Report for Districts with Schools in Need of Improvement
- Title I – School in Need of Improvement Intradistrict Public School Choice, *if applicable*
- Title I – School in Need of Improvement Supplemental Educational Services, *if applicable*
- Title I − District Improvement Plan Report for Districts in Need of Improvement

PARTICIPANTS IN CONSULTATION & COLLABORATION IN APPLICATION DEVELOPMENT

LEA: _____   **County:** _____   **Project Code: NCLB-_____-05**

Individual's Name	Individual's Title and Constituency Group Representing	Title I Part A ✓	Title I Part D ✓	Title II Part A ✓	Title II Part D ✓	Title III Part A ✓	Title IV Part A ✓	Title V Part A ✓	Title VI Part A ✓
If all constituent groups are not represented, explain why:									

🛑 Check before proceeding that the following constituent groups are included, if applicable:

- Parents
- Community
- Private Schools participating
- Teachers
- Students
- Paraprofessionals
- Administrators
- Principals
- Pupil Services Personnel

- State or Local Government Representatives
- Supervisors
- Medical
- Researchers
- Institutions of Higher Education
- Law Enforcement
- Mental Health Providers
- Experts in Drugs and Violence
- Community-Based Organizations

- Municipal Alliance
- SMIT Representative
- Technology Representative

EQUITABLE ACCESS, COORDINATION OF
PROGRAMS AND PARTICIPATION

LEA: _____ **County:** _____ **Project Code: NCLB-_____-05**

Equitable Access

Describe the steps that the LEA utilizes to ensure equitable access to and participation in its federally funded programs as required by GEPA427.

Coordination of Programs & Participation

Programs:
1. Describe how the services provided under the programs in this application are integrated with each other and coordinated with other programs funded under NCLB (Titles I, II-A, II-D, III, IV, V, VI) including other educational programs such as Title I Schoolwide Programs, IDEA, Perkins, McKinney, Abbott Phase II Implementation, Even Start, Head Start, Reading First, Early Reading First, 21st Century Community Learning Centers Program and state and local programs.

Subgroups:
2. Describe how services will be coordinated for each of the following student, staff and parent populations: migrant and formerly migrant, homeless, limited English proficient, neglected and delinquent, youth at risk of dropping out, disabled, economically disadvantaged early childhood, immigrant, paraprofessionals, teachers, and parents.

Participation:
3. Describe how the LEA will provide on-going consultation with the application participants throughout the project period.

Revision # ___ Date:

DISTRICT NEEDS ASSESSMENT

LEA: _____ **County: _____** **Project Code: NCLB-_____-05**

School_____ **Private School_____**

☐ **Includes LEA and all Schools** ☐ **Includes consortium LEAs** ☐ **District in Need of Improvement**

		Priority Problem #	Priority Problem	A. All students	B. Disabled students	C. Early childhood	D. Econ. disadvantaged	E. Neglected / delinquent	F. Youth at risk of dropping out	G. Racial/ethnic	H. Homeless	I. Immigrant	J. LEP	K. Teachers	L. Paraprofessionals	M. Parents	N. Substance abusers	O. Perpetrators of Violence	P. Out-of-school	Q. Mental health	R. Gifted & Talented	S. Other (Specify)_____	T. Selected Priority Problems
Student Academic Needs		1	Closing the achievement gap																			
		2	Early childhood education																			
	Core Curriculum Content Standards	3a	Language arts literacy and reading																			
		3b	Mathematics																			
		3c	Science																			
		3d	Social studies																			
		3e	Visual and performing arts																			
		3f	Compr. Health & Physical Ed.																			
		3g	World Languages																			
		3h	Cross Content Workplace Readiness																			
		4	Technology Literacy																			
Staff Needs	High Quality Professional Development	5. Implementing the CCCS	5a	Language Arts Literacy																			
			5b	Mathematics																			
			5c	Science																			
			5d	Social studies																			
			5e	Visual and performing arts																			
			5f	Comprehensive Health & Physical Educ.																			
			5g	World Languages																			
			5h	Cross Content Workplace Readiness																			
		6	Effective classroom use of technology																			
		7	Standards-based assessment																			
		8	Instructional skills and strategies																			
		9	Mentoring																			
		10	Classroom management																			
		11	Using data/assess. to improve learning																			
		12	Working with parents																			
	Hiring, Recruiting and Retaining	13	Highly qualified teachers																			
		14	Teachers in shortage areas																			
		15	Teachers in Math and Science																			
		16	Teachers to reduce class size																			

Population Categories

5

Revision # ___ Date:

Category	Priority Problem #	Priority Problem	Population Categories																			
			A. All students	B. Disabled students	C. Early childhood	D. Econ. disadvantaged	E. Neglected / delinquent	F. Youth at risk of dropping out	G. Racial/ethnic	H. Homeless	I. Immigrant	J. LEP	K. Teachers	L. Paraprofessionals	M. Parents	N. Substance abusers	O. Perpetrators of Violence	P. Out-of-school	Q. Mental health	R. Gifted & Talented	S. Other (Specify)_____	T. Selected Priority Problems
	17	Qualified paraprofessionals																				
	18	Highly qualified personnel																				
Problems Identified	19	Alcohol use																				
	20	Drug use																				
	21	Tobacco use																				
	22	Violence																				
	23	Weapons																				
	24	Gang activity																				
	25	Delinquency																				
	26	Vandalism																				
	27	Suspensions, removals or expulsions																				
	28	Serious or persistent discipline problems																				
Problems Identified	29	Bullying																				
	30	Victimization																				
	31	Truancy/attendance																				
	32	Mental health																				
	33	Sex/gender issues																				
	34	Interpersonal conflict																				
	35	Intergroup conflict/bias																				
	36	Negative peer influence																				
	37	School safety																				
	38	School climate/environment																				
	39	Risk factors																				
Education reform & school improvement	40	Reform projects/magnet schools																				
	41	Title I school improvement activities																				
	42	Smaller learning communities																				
	43	Academic achievement intervention																				
	44	Expansion of best practice models																				
	45	Cognitive/perceptual approaches																				
	46	Suppl. school improvement services																				
Teacher Quality	47	Teacher Quality																				
Parental Options	48	Charter school planning/implementation																				
	49	Public school choice																				
	50	Same gender schools																				

Revision # ___ Date:

Category	Priority Problem #	Priority Problem	A. All students	B. Disabled students	C. Early childhood	D. Econ. disadvantaged	E. Neglected / delinquent	F. Youth at risk of dropping out	G. Racial/ethnic	H. Homeless	I. Immigrant	J. LEP	K. Teachers	L. Paraprofessionals	M. Parents	N. Substance abusers	O. Perpetrators of Violence	P. Out-of-school	Q. Mental health	R. Gifted & Talented	S. Other (Specify)____	T. Selected Priority Problems
	51	School safety support																				
Tech. & Ed. Materials	52	Technology activities																				
	53	Instructional/educational materials																				
Students with special needs	54	Drop-out prevention																				
	55	Gifted and talented students																				
	56	Alternative education																				
	57	Community based programs																				
Literacy, & Adult Ed.	58	Adult literacy																				
	59	Economic education																				
	60	Pre-kindergarten programs																				
Community Involvement	61	Community service programs																				
	62	Parent/community involvement																				
	63	Service learning																				
Health Services	64	School nurses																				
	65	Mental health services																				
	66	CPR training																				

🛑 □ **Certification:** For Title I LEA/schools, Population Categories, items A-M have been annually assessed.

Revision # ___ Date:

FY 2004 ACTUAL PERFORMANCE TARGETS ACHIEVED

LEA: _____   **County:** _____   **Project Code: NCLB-_____-05**

2004 Baseline Data and Performance Targets	2004 Actual Outcomes

| Revision # ___   Date: |

DESCRIPTION OF SELECTED PRIORITY PROBLEMS FOR THE DISTRICT IDENTIFIED DURING THE NEEDS ASSESSMENT

LEA: _____   **County:** _____   **Project Code: NCLB-_____-05**

Description of Priority Problem
Target Population:
Targeted School(s):
Causes of Selected Problem:
Areas to be Measured:
Measurement Tool:
Identification of Data Sources:
Other Relevant Information:
Person Responsible for Implementing Improvement:

Priority Problem Codes: Population Letter and Problem Number _____

Description of Priority Problem
Target Population:
Targeted School(s):
Causes of Selected Problem:
Areas to be Measured:
Measurement Tool:
Identification of Data Sources:
Other Relevant Information:
Person Responsible for Implementing Improvement:

Priority Problem Codes: Population Letter and Problem Number _____

Revision # ___ Date:

PERFORMANCE GOALS AND INDICATORS

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. [Note: These subgroups are those for which the ESEA requires state reporting, as identified in Section 1111(h)(1)(C)(i).]

1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the state's assessment. [Note: These subgroups are those for which the ESEA requires state reporting, as identified in section 1111(h)(1)(C)(i).]

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

1.4 Performance indicator: *

❧

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for performance indicator 1.2.

2.4 Performance indicator: The percentage of students making progress in learning English.

2.5 Performance indicator: *

❧

Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in Section 1111(h)(1)(C)(viii) of the ESEA).

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development [as the term "professional development" is defined in Section 9101(34)].

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. [See criteria in Section 1119(c) and (d).]

3.4 Performance indicator: *

❧

Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the state.

4.2 Performance indicator: *

❧

Performance Goal 5: All students will graduate from high school.

5.1 Performance indicator: The percentage of students who graduate from high school each year with a regular diploma 1) disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; 2) calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school, 1) disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and 2) calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.3 Performance indicator: *

 * LEA Derived Performance Indicator(s).

| Revision # ___ Date: |

DISTRICT PROGRAM PLAN

LEA: _____ **County:** _____ **Project Code:NCLB- _____ -05**

Include Goals, Identified Needs, Performance Indicators, Performance Targets, Measurement Tools, and Program Activities Based on Scientifically Based Research.

(1) Selected Priority Problem(s)/ Populations Identified During Needs Assessment Use Problem(s) Codes	(2) Performance Goal(s) and Indicator Code(s)	• *Annual Performance Target(s) for Each Year: 2005 and 2006* • *Actual Performance Target(s) Achieved From Prior Year*			(6) Scientifically Based Program <u>and</u> Activities
		(3) Baseline Data and Performance Target	(4) Actual Outcome from 2004	(5) Measurement Tool/Method	

STOP Check Before Proceeding:

- Has an evaluation of 2004 NCLB activities been made for decision making for the 2005 planned activities for NCLB?
- For Title I programs and activities reflect the reserved funds on the Title I Eligibility Page (see Web-enabled application), including those *mandated* by NCLB.

Revision # ___ Date:

TITLE I − PARENTAL INVOLVEMENT AND NOTIFICATION

LEA:_____   **County:** _____   **NCLB-**_____**-05**

Required Element	Yes	No	N/A
1. The LEA and school(s) have written parent involvement policies, developed in collaboration with parents of participating Title I students.			
2. The policy is distributed to parents of participating Title I children, in an understandable and uniform format and, to the extent practicable, in a language the parents understand. *	Include Date:		
3. The policy is made available to the local community and updated periodically, at least yearly.			
4. Parents are involved in the decision-making process to plan and implement a parental involvement program and activities to help improve student academic achievement and school performance.			
5. Parental involvement strategies are coordinated with other programs.			
6. The LEA and schools meet annually with parents of participating Title I students to evaluate the parental involvement policy to identify barriers to participation by parents (especially parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority) and design strategies for more effective parental involvement.			
7. Parents of participating children are informed about the Title I programs, the school's curriculum, assessment measures, and proficiency levels.			
8. The LEA and schools meet periodically with parents of participating students at convenient times and places, including morning or evening, to discuss topics relating to their child's education.			
9. The school(s) and parents of participating students jointly develop a school-parent compact, which defines the shared responsibility for improving student academic achievement.			

Revision # ___ Date:

Required Element	Yes	No	N/A
10. Parents have been notified promptly if their child's school has been designated as in need of improvement.	Include Date:		
11. Parents have been notified of their right to request intradistrict public school choice.			
12. Parents are notified at the beginning of the school year of their Right-to-Know the qualifications of their child's teachers and paraprofessionals.			
13. Parents have been notified if their child is being taught by a teacher who does not meet the NCLB definition of "highly qualified" after four consecutive weeks.			
14. Parents of limited English proficient children placed in a language instruction educational program have been notified, no later than 30 days after the start of the school year, of the reason for this placement and the child's level of proficiency			

Revision # ___   Date:

Title I
Schools in Need of Improvement
and
Districts in Need of Improvement

These pages must be completed for the following:
- **Schools in need of improvement**
- **Districts with schools in need of improvement**
- **Districts in need of improvement**

Revision # ___ Date:

TITLE I − SCHOOL IN NEED OF IMPROVEMENT
School Needs Assessment
(complete one form for each school in need of improvement)

LEA: _____   County: _____

Project Code: NCLB-_____-05   School: _____

		Priority Problem #	Priority Problem	A. All students	B. Disabled students	C. Early childhood	D. Econ. disadvantaged	E. Neglected / delinquent	F. Youth at risk of dropping out	G. Racial/ethnic	H. Homeless	I. Immigrant	J. LEP	K. Teachers	L. Paraprofessionals	M. Parents	N. Substance abusers	O. Perpetrators of Violence	P. Out-of-school	Q. Mental health	R. Gifted & Talented	S. Other (Specify)_____	T. Selected Priority Problems
Student Academic Needs	Core Curriculum Content Standards	1	Closing the achievement gap																				
		2	Early childhood education																				
		3a	Language arts literacy and reading																				
		3b	Mathematics																				
		3c	Science																				
		3d	Social studies																				
		3e	Visual and performing arts																				
		3f	Compr. Health & Physical Ed.																				
		3g	World Languages																				
		3h	Cross Content Workplace Readiness																				
		4	Technology Literacy																				
Staff Needs	High Quality Professional Development / 5. Implementing the CCCS	5a	Language Arts Literacy																				
		5b	Mathematics																				
		5c	Science																				
		5d	Social studies																				
		5e	Visual and performing arts																				
		5f	Comprehensive Health & Physical Educ.																				
		5g	World Languages																				
		5h	Cross Content Workplace Readiness																				
		6	Effective classroom use of technology																				
		7	Standards-based assessment																				
		8	Instructional skills and strategies																				
		9	Mentoring																				
		10	Classroom management																				
		11	Using data/assess. to improve learning																				
		12	Working with parents																				
	Hiring, Recruiting and Retaining	13	Highly qualified teachers																				
		14	Teachers in shortage areas																				
		15	Teachers in Math and Science																				

15

Revision # ____ Date:

	Priority Problem #	Priority Problem	Population Categories																		
			A. All students	B. Disabled students	C. Early childhood	D. Econ. disadvantaged	E. Neglected / delinquent	F. Youth at risk of dropping out	G. Racial/ethnic	H. Homeless	I. Immigrant	J. LEP	K. Teachers	L. Paraprofessionals	M. Parents	N. Substance abusers	O. Perpetrators of Violence	P. Out-of-school	Q. Mental health	R. Gifted & Talented	S. Other (Specify)_____	T. Selected Priority Problems
	16	Teachers to reduce class size																				
	17	Qualified paraprofessionals																				
	18	Highly qualified personnel																				
Problems Identified	19	Alcohol use																				
	20	Drug use																				
	21	Tobacco use																				
	22	Violence																				
	23	Weapons																				
	24	Gang activity																				
	25	Delinquency																				
	26	Vandalism																				
	27	Suspensions, removals or expulsions																				
	28	Serious or persistent discipline problems																				
Problems Identified	29	Bullying																				
	30	Victimization																				
	31	Truancy/attendance																				
	32	Mental health																				
	33	Sex/gender issues																				
	34	Interpersonal conflict																				
	35	Intergroup conflict/bias																				
	36	Negative peer influence																				
	37	School safety																				
	38	School climate/environment																				
	39	Risk factors																				
Education reform & school improvement	40	Reform projects/magnet schools																				
	41	Title I school improvement activities																				
	42	Smaller learning communities																				
	43	Academic achievement intervention																				
	44	Expansion of best practice models																				
	45	Cognitive/perceptual approaches																				
	46	Suppl. school improvement services																				
Teacher Quality	47	Teacher Quality																				
Parental Options	48	Charter school planning/implementation																				
	49	Public school choice																				
	50	Same gender schools																				

Revision # ___ Date:

	Priority Problem #	Priority Problem	A. All students	B. Disabled students	C. Early childhood	D. Econ. disadvantaged	E. Neglected / delinquent	F. Youth at risk of dropping out	G. Racial/ethnic	H. Homeless	I. Immigrant	J. LEP	K. Teachers	L. Paraprofessionals	M. Parents	N. Substance abusers	O. Perpetrators of Violence	P. Out-of-school	Q. Mental health	R. Gifted & Talented	S. Other (Specify)_____	T. Selected Priority Problems
	51	School safety support																				
Tech. & Ed. Materials	52	Technology activities																				
	53	Instructional/educational materials																				
Students with special needs	54	Drop-out prevention																				
	55	Gifted and talented students																				
	56	Alternative education																				
	57	Community based programs																				
Literacy, & Adult Ed.	58	Adult literacy																				
	59	Economic education																				
	60	Pre-kindergarten programs																				
Community Involvement	61	Community service programs																				
	62	Parent/community involvement																				
	63	Service learning																				
Health Services	64	School nurses																				
	65	Mental health services																				
	66	CPR training																				

🛑 □ **Certification:** For Title I schools in need of improvement, Population Categories, items A-M have been annually assessed.

🛑 A needs assessment must be completed and included for each school in need of improvement.

🛑 All student subgroups not meeting AYP MUST be identified as a priority problem and addressed in the program plan.

17

Revision # ___ Date:

TITLE I − SCHOOL IN NEED OF IMPROVEMENT
FY 2004 Actual Performance Targets Achieved
(complete one for each school in need of improvement)

LEA: _____   **County:** _____

Project Code: NCLB-_____-05   **School:** _____

2004 Baseline Data and Performance Targets	2004 Actual Outcomes

Revision # ___ Date:

TITLE I − SCHOOL IN NEED OF IMPROVEMENT
Description of Selected Priority Problems Identified During the Needs Assessment
(complete one for each school in need of improvement)

LEA: _____   **County:** _____

Project Code: NCLB-_____-05   **School:** _____

Description of Priority Problem
Target Population:
Targeted School(s):
Causes of Selected Problem:
Areas to be Measured:
Measurement Tool:
Identification of Data Sources:
Other Relevant Information:
Person Responsible for Implementing Improvement:

Priority Problem Codes: Population Letter and Problem Number _____

Description of Priority Problem
Target Population:
Targeted School(s):
Causes of Selected Problem:
Areas to be Measured:
Measurement Tool:
Identification of Data Sources:
Other Relevant Information:
Person Responsible for Implementing Improvement:

Priority Problem Codes: Population Letter and Problem Number _____

STOP

- Do the selected priority problems include all student subgroups not making AYP?

Revision # ____ Date:

TITLE I − SCHOOL IN NEED OF IMPROVEMENT
Plan Report
(complete one for each school in need of improvement)

LEA: _____ **County:** _____ **Project Code: NCLB** _____-05 **School:** _____

School Improvement Plan Committee

□ **Parents:**
  Number_____   Grades/Programs Represented_____

□ **School Staff:**
  Classroom teachers (number) _____

  Positions Represented (number): Reading Specialist_____ Math Specialist_____ Principal_____ Vice Principal_____

  School Facilitators_____   Learning Consultant _____   Other (specify)_____

□ **LEA Representatives:**
  Number_____

  Positions_____

□ **Outside Experts:** (name of facility)
  Institution of Higher Education_____

  Technical Assistance agencies (non-profit)_____ Consultants (for profit)_____

  Other (specify)_____

□ **Peer Reviewers:**
Number of Teachers: _____   From: _____

Number of Administrators: _____   From: _____

Revision # ___ Date:

TITLE I − SCHOOL IN NEED OF IMPROVEMENT
Plan Report
(complete one for each school in need of improvement)

LEA: _____   **County:** _____   **Project Code: NCLB** _____-05   **School:** _____

Essential Elements

1. What strategies, programs and/or activities does the school improvement plan include to address each of the following areas:
    - teaching and learning in core academic subjects;
    - professional development
    - technical assistance; and
    - parent involvement.

2. Indicate the plan's measurable goals for each of the following areas:
    - teaching and learning in core academic subjects;
    - professional development
    - technical assistance; and
    - parent involvement.

3. Describe the scientifically based research used to support the plan's strategies, programs and/or activities for teaching and learning in the core academic subjects?

4. What extended day and/or extended year programs and activities, as appropriate, does the plan include to address teaching and learning in the core academic subjects?

Revision # ___ Date:

Title I − School in need of Improvement Plan Report (continued)

5. Describe the professional development activities that will be implemented to address:
    *   the teaching and learning process to increase content knowledge;
    *   the use of scientifically based instructional strategies in core academic subjects;
    *   the alignment of classroom activities with academic content standards and assessments;
    *   training to analyze classroom and school-level data to inform instruction

6. Was provisions are in the school improvement plan to support high-quality, structured mentoring of new teachers?

7. Describe the steps the school will take to provide the parents of each student with written notice about the school's identification for improvement?

8. What resources will be allocated and/or reallocated to support implementation of the school improvement plan?

9. Explain the responsibilities of the LEA and the SEA in implementing the plan and providing, or providing for, technical assistance.

Attach additional pages as required.

*Must complete separate page for each school in need of improvement.

22

Revision # ___ Date:

TITLE I − SCHOOL IN NEED OF IMPROVEMENT
Program Plan

LEA: _____   **County:** _____   **Project Code: NCLB-_____-05**   **School:** _____

Goals, Identified Needs, Performance Indicators, Performance Targets, Measurement Tools, and Program Activities Based on Scientifically Based Research.

(1) Selected Priority Problem(s)/ Populations Identified During Needs Assessment Use Problem(s) Codes	(2) Performance Goal(s) and Indicator Code(s)	• *Annual Performance Target(s) for Each Year: 2005 and 2006* • *Actual Performance Target(s) Achieved From Prior Year*			(6) Scientifically Based Program and Activities
		(3) Baseline Data and Performance Target	(4) Actual Outcome from 2004	(5) Measurement Tool/Method	

STOP Check Before Proceeding:
- Has an evaluation of 2004 NCLB activities been made for decision making for the 2005 planned activities for NCLB?
- For Title I, does the program plan for schools in need of improvement include the required NCLB elements: Strategies for teaching core academic subjects; Professional development; Technical assistance; Parental involvement; Measurable goals; Mentoring; Data analysis; Resource allocation, and Improving instruction?
- Are there performance targets for each student subgroup that did not meet AYP?

Revision # ___ Date:

TITLE I − DISTRICT IMPROVEMENT PLAN REPORT
FOR DISTRICTS WITH SCHOOLS IN NEED OF IMPROVEMENT

LEA: _____   **County:** _____   **Project Code: NCLB** _____-05

Required Elements

1. Describe the fundamental teaching and learning needs of the schools in the LEA, especially the academic problems of low-achieving students.

2. Define specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the state's definition of AYP.

3. Identify strategies grounded in scientifically based research that will strengthen instruction in core academic subjects.

4. Describe student learning activities before school, after school, during the summer, and during any extension of the school year.

5. Describe professional development for instructional staff that focuses primarily on improved instruction.

6. Define strategies to promote effective parental involvement in schools in the LEA.

7. Explain why the LEA's previous plan did not bring about increased student academic achievement.

8. Specify the fiscal responsibilities of the LEA.

9. Specify how the state can provide technical assistance to assist the district in its work with the schools identified for improvement.

Use additional sheets as required.

Revision # ___ Date:

TITLE I − SCHOOL IN NEED OF IMPROVEMENT
Intradistrict Public School Choice
(For <u>All</u> Schools in Need of Improvement)

LEA: _____   **COUNTY:** _____   **NCLB-_____ - 05**

Schools in Need of Improvement − School Choice Plan
Note: Schools in need of improvement must comply with the school choice provision. Lack of capacity is not a reason for noncompliance.

Schools in Need of Improvement		Receiving Schools (specify district if other than home district)	Grade Span	Number of Available Slots by Grade
School	**Grade Span**			
1.		1.		
		2.		
		3.		
2.		1.		
		2.		
		3.		
3.		1.		
		2.		
		3.		

🛑 The receiving schools **MUST NOT** be schools **in need of improvement or** schools identified as persistently dangerous.

Revision # ___ Date:

TITLE I − SCHOOL IN NEED OF IMPROVEMENT
Supplemental Educational Services
(For Each School in Need of Improvement for a Second Year)

LEA: _____   **COUNTY:** _____   **NCLB-_____ - 05**

School in Need of Improvement	Number of Eligible Students	Notice to Parents	Service Design	List of Providers
School Name:		□ Letter □ Meeting/Individual □ Other: (specify)	□ Before School 　□ Individual 　□ Small Group □ After School 　□ Individual 　□ Small Group □ Weekends 　□ Individual 　□ Small Group □ Summer 　□ Individual 　□ Small Group □ Other: (specify)	

* Complete one for each school in need of improvement.

Duplicate additional pages as needed

Revision # ___ Date:

TITLE I – DISTRICT IMPROVEMENT PLAN REPORT
FOR DISTRICTS IN NEED OF IMPROVEMENT

LEA: _____ **County:** _____ **Project Code: NCLB** _____ **-05**

Essential Elements
1. Explain how the district is addressing the specific instructional needs of low achieving students in the LEA.
2. Describe the scientifically based research strategies that the district is using to strengthen instruction in the core academic subjects.
3. Describe, as appropriate, the student learning activities before school, after school, during the summer, and during any extension of the school year that are in place to assist low achieving students.
4. Explain how the district plans to provide, or provide for high-quality professional development for instructional staff that is focused on instructional improvement.
5. Explain why the district's previous plan did not bring about increased student academic achievement.
6. Specify the fiscal responsibilities of the LEA.
7. Specify how the state can provide technical assistance to the district.
Use additional sheets as required.

Revision # ___ Date: